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Teachers College News

VOL. 12

CHARLESTON, ILLINOIS, MONDAY, OCTOBER 11, 1926

NO. 5

COLLEGE ELECTS CLASS OFFICERS

RALPH EDWARDS TO HEAD SENIOR COLLEGE CLASSES; MARY BISSON IS SOPHOMORE PREXY

The senior college completed its annual elections Wednesday with the Student Board of Control representatives. Eight members—four from each class—were chosen. The seniors were Dick Edwards, Margaret Coon, Alice Kelly and Clayton Towles; the juniors, Dorothy Benepe, Paul Spencer, Gideon Boeve and Dale Gilbert. The class officers chosen at the first class meeting are President, Dick Edwards; Vice-President, Wayne Cooper; Secretary, Mary Freeman; Senior Treasurer, William Green; Junior Treasurer, Mildred Lacy.

Bertha Alberts and Margaret Coon are Student Council members and Miss Carman and Mr. Railsback were chosen faculty advisers.

Sophomore "Lineup"

President, Mary Bisson.
Vice-President, William Stone.
Secretary, Alice Rue.
Treasurer, Norman Goldsmith.
Sergeant-at-arms, Edwin Leamon.
Their Student Board of Control members are: Paul Wilson, Cedric Henley, Ethel Prather and Hallie Whitesel.
Faculty advisers: Miss Weller and Mr. Hughes.

PLAN TO BUY A WARBLER

FORMER E. I. STUDENTS ORGANIZE T. C. CLUB

Former E. I. students who are now teaching in Champaign-Urbana have organized a club known as the Champaign-Urbana-Eastern Illinois State Teachers College Club. Miss Gladys McMillan '24, is president and Mrs. Edna H. Curry '24 is secretary-treasurer.

Members of the club are: Miss McMillan, Mrs. Curry, Helen Wasson, Leonora Cofer, Edith Harper, L. Helen Lindsey, Mabel I. Baker, Sarah Dismac, Beryl Richards, Lillie Leona Webb, Ruth Hicks, Florence Aye, Ruth Boyd, Phillis Wilkins, Ruth Reynolds, Amelia Hays, Pauline Bowman, Esther Lutz, Ruth Harris, Ada Smith, Vera Harris, and Veva Harris.

MISS BOOTH RETURNS FROM A. L. A. MEETING IN EAST

Miss Booth is home from her trip East after having attended from October 4 to 9 the meeting of the American Library Association at Atlantic City.

STUDENT BOARD OF CONTROL MEETS TO CHOOSE OFFICERS

The newly elected Student Board of Control held its first meeting one morning last week and elected its officers. No further plans were discussed owing to lack of time; but a definite hour of meeting has been set for Tuesday at eight o'clock. The officers elected are:

President, Dick Edwards, (President of senior college.)
Vice-President, Alice Elisabeth Kelly.
Secretary-Treasurer, Dorothy Benaga.

Freshman Exhibit Unwonted Wisdom

The freshmen are not living up to their reputations at all—at all! for they are showing unwonted intelligence and foresight in class meeting procedure.

In the first place, their officers are all temporary. Permanent ones are to be elected next Wednesday, the idea being to allow the heterogeneous Miss of freshmen a chance to individualize themselves, and to thus choose leaders with wisdom when they do choose. The chairman, presiding during this period of acquaintance-forming, is Donald Schriener.

The class has chosen for class advisers—these are permanent by the way—Miss Sutton and Mr. Sneider. Its Student Board of Control representatives are Catherine Shaffer, Katherine Head, Alton Cofer and Kermit Dehl.

PRIMARY TEACHERS HEAR GOOD LECTURE

John Merrill of the Francis W. Parker School of Chicago gave a very helpful lecture on "The Use of the Dramatic Impulse in the Education of Children," before a large group of teachers who are charged with giving the little ones a start. This lecture was one of a number of excellent features of the Teachers Meeting.

Play is Child's Mode of Study

Beginning with a brief discussion of child psychology, Mr. Merrill proceeded to state that the child's mode of study is play. That is, it is play in the sense of delight.

Mr. Merrill asserted that the dramatic instinct plays a vital part in a child's development. Continuing: "The dramatic expression in the child is that of the race. The pantomime of children in an appearance in the child of a characteristic once peculiar to the race."

Child Impersonates to Get Meaning

The child in play becomes very much someone or something else. He impersonates and acts out things to get at the meaning. Margery in her play pretended she was her aunt instead of Margery. Upon being questioned as to why she was finding it so hard to go upstairs, she told them she was her aunt going upstairs and that she knew just how her aunt's rheumatism felt.

Schools Should Offer Dramatization

A child should love to be in school above all other places. In school the dramatic instinct should find opportunity of expression. Literature has that which is adapted to the child's needs. The possible sources of material for dramatization vary from the Mother Goose Rhymes, through folk tales, to Homer.

GAMES OF LITTLE 19

October 9—Knox at Wesleyan; Lincoln at Macomb; Monmouth at Oak; Carthage at Bradley; Eureka at St. Viators; Shortleiff at Millikin; Illinois College at State Normal; Wheaton at North Central; E. I. at Evansville.

PLAN TO BUY A WARBLER

MISS ELLEN A. FORD GIVEN HIGH HONOR

OTHER OFFICERS ARE CHOSEN AT THE SAME TIME

Recognition of Miss Ellen A. Ford's high place as a teacher came at the Teachers' Meeting, Friday, when she was chosen President of the Eastern Division of the Illinois State Teachers' Association.



MISS ELLEN A. FORD

This honor comes to her, who richly deserves it, as a token of the high regard in which she is held by the teachers of this Division of the Teachers' Association. We haven't learned how extensive her new duties are, but we all are certain that the teachers could not have chosen one more capable than she to fill this office.

The other officers of the association are: Vice-President, Oscar L. Minter, Charleston; Secretary, Miss Gertrude Clendenen, Mattoon; Treasurer, O. C. Hostetter; and new member of Executive Committee, E. L. Stover, of E. I.

Warbler Contains Much of Interest

Perhaps many of the students at E. I. for the first time do not know of the WARBLER. The Warbler is the E. I. annual. It is edited each year by the sophomore class. The Warbler is of interest to every student in school whether he is a High School freshman or a College senior. It is the summary of the school life of E. I. for a complete year. The most pleasant campus views will be found on the first pages of the Warbler. All students in graduating classes have the honor of individual pictures in the Warbler. Attractive snapshots of the school life at E. I. better than words can tell. The athletic teams have pictures and records in the Warbler. School organizations, such as the Glee Clubs, Christian Associations, Teachers College News, and Dramatic Clubs, which show the outside interests and work of students, will tell of their aims and work in the Warbler. Accounts of social activities are given in a way that will bring back many pleasant memories. Cartoons and jokes "liven up" the Warbler and make it more enjoyable. (The High School have their own staff and their own section in the Warbler.) The Warbler gives a good view of school life at E. I. with all the mirth and serious thoughts which make school life so dear to us.

Warbler Staff Is Definitely Chosen

The 1927 Warbler staff has already been chosen and will soon be on the outlook for material to go in our annual. Snapshots, jokes, items for the calendar and class pictures are to be gotten for the Warbler.

The following are the members of the college Warbler staff:

Editor-in-Chief, Wayne Isley.
Assistant Editor, Sherman Gilmore.
Business Manager, Eugene Stillings.
Assistant Business Manager, Marsdon Grubb.
Advertising Manager, Haldon Foltz.
Literary Editors, Alice Rue and Goldie Hartman.
Society Editor, Inez Mack.
Athletic Editor, Cedric Henley.
Joke Editor, Virginia Thomas.
Calendar Editor, Ethel Prather.
Snapshot Editor, Evelyn Nichols.
(Continued on page 6)

ROLLA BROWN TELLS OF FRENCH METHODS

One of the addresses which especially distinguished Friday's institute was that delivered by Rolla Walter Brown at 2:30 in Room 25. The room was more than filled—some of the listeners even sitting on tables and in the windows to hear "How the French Deal With the Problem of Composition."

The subject discussed was one which Mr. Brown probably knows more about than any other man in this country, for he has spent much time in the schools of France trying to make out from observation what it is that French teachers do to get such superior results in grammar, composition and English.

Observations Fruitful

From those observations, Rolla Brown gives three elements to be developed in the teaching of composition—the perfection of which will insure good results. They are: (1) vocabulary; (2) dictation; and (3) an adequate preparation of the material to be used for composition.

As to vocabulary, besides enlarging, the French sharpen it by the teaching of antonyms and quicken it by using rapid-fire questions. Then, too, they insist that the concrete be used always before the abstract.

"Writing while one is listening is the best way to write," says Mr. Brown. The French pupils can have the echo of some good French always in their minds through the training in dictation to which they are constantly subjected.

How the French Do It

There are three steps of composition up which the French students travel in learning to write:

(1) that which calls for observation; (2) that which calls for imagination; (3) that which calls for analysis. But the French teachers realize that, no matter what kind of material one has inside his head, "one cannot get going from a standing position;" and they accordingly give assignments for themes which will appeal to the child and which will set the mind of each pupil working.

The kind of theme topics such as (Continued on page 6)

TEACHERS HAVE PROFITABLE DAY

SPEAKERS DELIVER WORTH-WHILE LECTURES; ATTENDANCE BEATS PREVIOUS RECORDS

The twenty-ninth annual meeting of the Eastern Division of the Illinois State Teachers Association opened Friday morning in the Teachers College auditorium with a record registration. Before the day was over, 1640 teachers had paid fees which entitled them to attend all the sessions of the day.

The first session began at 9:30 with an invocation by the Rev. S. P. Allison, pastor of the Presbyterian Church. Mr. B. F. Hoischer, superintendent of schools at Casey, Illinois, delivered the opening address as the president of the Teachers' Association. With the subject, "What Teachers should Think," he outlined a number of things which the teacher must constantly bear in mind. Although admitting that the three R's are as basic as ever, he contended that the modern teacher must also give thought and attention to the training of the three H's, the head, the heart and the hand. He must likewise have the high aims of training for character, for culture and for citizenship.

Orville C. Brim, of the Ohio State University addressed the teachers with the following subject under consideration: "The Eastern Horizon in Elementary Education." He thinks of the "eastern horizon" figuratively as a place where new things appear, a place the teacher should watch, investigating the innovations that appear there, incorporating into his own teaching the things that prove of value.

In the last morning session Rolla Walter Brown held every listener intent when he addressed them on "The Creative Spirit and the American Public." A creator is one who takes the elements of life from their customary associations and combines them in a new way. The creator sees things differently; he is warmed up to life; he enjoys the victorious attitude. The influence of the creative spirit on the country is marked and can produce many wonderful things if encouraged. On the other hand, when opposed, it can ruin the life of the so-called "creative genius." As illustrations of what can be accomplished in the furtherance of such a spirit Mr. Brown gave these two: (1) the creator, being honest himself, will spread the doctrine of honesty if he be given full sway and encouragement; (2) the ideas of the creative spirit will bear fruit in the attainment of a more beautiful environment.

But we Americans—the majority of us—do not lend willing ears to the creator. Our ideal, rather, is the successful money-maker. We are divided up into three classes—two of which may be said to give the creator a chance. These groups are: the idealists, the great middle class who struggle for a living, and the rich. The last helps not at all. The address ended with that indictment, but (Continued on page 6)

TEACHERS COLLEGE NEWS

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Error est humanum.—The Editor.

EDITORIALS

FACTORY AND EDUCATION

One of the lecturers in institute Friday in speaking of the creative spirit asserted that the American public school is educating people to think and to create things which will make life enjoyable and that when these same people go out into the world they are given routine tasks which are not only tiresome but are serving to make our people unhappy and rebellious.

To really know how true that statement is one needs to have had a reasonably good education in an American school followed by employment in a modern industrial concern. One who has been accustomed to deciding for himself what must be done and when, how often and why, finds that someone else has tried to answer those questions and that the worker is really expected to do the work as he is told to do whether it seems the best way or not. Opportunity for thinking is snatched away from the worker; his is the drab routine labor which offers no pleasant experience of having created something. If you doubt the validity of these statements, we wish only to direct your attention to the conditions which may be observed in the shoe factory here.

The great desire for an enormous production is no doubt largely responsible for this change in method of division of employment. If you will call to mind the old craftsmen of the middle ages, you will have a contrast which tends to favor the "good old times" when each man had some chance to express his own individuality.

WHY STUDY LATIN?

How many of us have thought, when poring over the difficulties and intricacies of Latin construction, what's the use anyway? Why did Caesar unlike other generals of his time, choose to write about his wars? Every year thousands of boys and girls receive the dubious information that "All Gaul is divided into three parts" with the feeling that it is undivided gall on somebody's part that they have to read that "stuff."

Indeed, it once seemed with the utilitarian trend of modern education that the Latin language was doomed

to become as extinct as the dodo. This was probably a reaction to the practice of the Middle Ages when Latin, Greek, and other classical studies formed the bulwark of formal education. However, Latin has recently grown in popularity. Fairly recent figures show that there are one million students of Latin in the secondary schools and colleges of the country and about twenty-two thousand instructors. The most startling thing in this investigation, which was carried on by the American Classical League, was that Latin students were thirteen per cent better than other students in subjects involving no Latin at all. Here is the result of a ten years' survey and has been corroborated by the bureau of education.

There is little doubt but that, in the struggle for the survival of the fittest, Latin will survive. There are real reasons for the study of this ancient, time-honored subject. Something more than half of our most common words are of Latin origin. Latin aids us in the understanding and proper spelling of these words. In Latin we find stem words and roots from which great numbers of English words have been derived. Knowledge of Latin enables one to enter with ease upon the study of most modern languages. It also opens the door to etymology and philology, both most fascinating studies. Vocational education is the cry. Should it be emphasized so much? Is not the development of mind which comes from the study of cultural subjects as important as the knowledge which can be immediately converted into "bread and butter"?

Sharp says that if children don't take away a love for books, they haven't been educated.

The creative instinct is not encouraged enough by the American public as Mr. Rolla Brown sees it.

The creator sees the same things the other sees but he can put them together in new ways.

John Merrill advises teachers not to limit children in their expression.

He also advises that they be allowed to help the teacher convert the stories into plays.

They pass before me, these book people whom I love.

I am no longer in the room, but I am in a flowery meadow at Longfield. Before me John Halifax walks, holding the hand of little blind Muriel. There is pain in John's face and his step is slow, partly because of his sadness and partly because he must walk so slowly so his little blind child may walk beside him. He is thinking of how much he longs to keep Muriel with him always. Only a short time ago his greatest sadness for Muriel was that she would some day grow up and become a woman, and no longer be the peace child. Now he is sad because he fears she is to grow into an angel. Muriel says "Father, hear the birds singing? They are happy, aren't they? Can the birds see you, Father? Then I wish I were a bird. No, I would rather be your little Muriel." John's face brightens, and his sadness goes. For the moment he is happy again.

Now, I am on Egdon Heath. I hear the wind sigh through the dried heath bells. The night is brown. The moon reflects the brown of the heath. I see a lonely figure going slowly up Rainbow. She looks in one direction, then in another, but in vain, for the heath stretches lonely. She looks at the sky and it reflects the brown gloom of the heath. She sinks down in the midst of it, overcome by that over which she has no control.

I see lovely, lonely Elsie Venner standing on the mountain. She looks down on her home and pauses a moment. She sighs, for she wishes she might be like other people, and have love as they have. She thinks of the gray-haired father who cares for her, humoring all her fancies, buying ev-

On Our Campus

What sort of student body are we anyhow? Have we no interest whatever in whether E. I. stands well in her contests with other schools?

The showing we made in the pep meeting is nothing to brag about, is it? You're not going to be satisfied with that kind of pep, are you? Let's do better the next time.

The new Student Board of Control will be getting into operation before very long. Most of us (we don't mean to flatter you) will be interested in having it prove a success.

We feel that all the classes have acted with wisdom in making their selection of members. It now rests with these members to faithfully perform the duties of their offices.

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Author and Critic

BOOK PEOPLE

everything for her that she wishes, yet dreading and shrinking from her touch. She looks toward the Apollonian Institute and thinks of Mr. Langdon. Then she thinks she will take him another mountain flower. Again she sighs, for he does not love her. Nobody loves her. They pity her, but shrink from her touch and from her black diamond eyes. She starts dancing, and as she dances the white flower falls from her coiled hair. Her black eyes shine with fierce passion. It is not love for anyone, yet it is not hate. Only the "Ugly Things" who watch her can interpret it.

I see noble Sidney Carton in the cart going to the guillotine. He holds the hand of the little peasant girl, and the handclasp gives her some of his courage and nobleness. He does not waver for a moment. He is not sorry that he is going toward sure and quick death. He thinks of Lucy Manette and he smiles. Life has been unjust to him, but it is being compensated in death. Yes, I believe there is a joy for Sidney Carton in dying that another may live, and the one he loves may be happy.

"Diana of the Crossways"
by George Meredith

The story of Diana is based on the tendency of the world to suspect wit or unusual beauty in a woman as indicative of unscrupulousness, and upon the fact that men of today are not

yet at that stage of civilization when they may behold a hunted creature without joining in the chase.

The story itself is entertaining. It centers about a representative group of wealthy English people, the men belonging to the parliamentary group. The scholarly style of the books is most attractive, and it is stimulating in thought throughout. Description is not abundant but is exceedingly vivid. There is no artificiality in the characters. They are vivid, and so combine weakness and strength that they are convincingly real. There is significance in the sentence with which Diana consoles herself, "There is nothing which the body suffers that the soul may not profit by."

A woman can put more in a look than a man can put into a book.

—The Egyptian

Prof.: And where was Sheridan when he took his famous twenty mile ride?

Frosh: On a horse.

—Bucknell Belle Hop.

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PAGE PANDORA

PREREQUISITES OF COLLEGE EDITORSHIP

Applications for the Place Are in Order

A college editor is a peculiar kind of animal. He should be a superman, endowed with the patience of Job, the foresight of Amos, the memory of Mr. Addison Sims of Seattle, and the imagination of Shelley. He must not lack the editorial ability of Arthur Brisbane, the managing and directing ability of Charles M. Schwab, the comprehension of H. G. Wells, and the judicial qualities of former Chief Justice Marshall. He needs the keen humor of Don Marquis, the dignity and philosophy of Socrates, the religion of John Wesley, the earnestness of Billy Sunday, and the agnostic tendencies of Robert Ingersoll. He must be well acquainted with Roget's thesaurus of English words and phrases, should possess the literary ability of Shakespeare, and the lack of conscience to perpetrate the atrocities of Amy Lowell.

In addition to these few qualifications he needs the physique of Jack Dempsey, the nerve of a hold-up man, the deference of Shylock. Edison's ability to get along on three or four hours of sleep, and Clemenceau's three or four hard-boiled eggs for breakfast. His brain should be so constituted that he could absorb the essentials of a seventeen-credit course by means of the barest perusal of the subjects therein contained and pass the final exams with honor, so that the faculty will respect him and allow him to remain in school. He should be absolutely foreign to the need of rest, sleep, eating, recreation, love of society, inclination for glory

in athletics, school activities and love. He must be a profound student of human nature, so as to not incur the animosity of those who wish to have published the hopeless fruits of their endeavors along poetical, humorous, and esayical lines. —Exchange.

SHAKESPEARE CLASS WITHOUT PILOT

An interesting phenomenon of class work is going on here at E. I. due to Miss McKinney's absence. The English 46 Shakespeare class is meeting regularly at 1:30—but without a teacher! Each member of the class is to have at least one day of teaching and perhaps two, depending on the period of Miss McKinney's absence. The grades of each student are being kept by each of the other thirteen students. So far, enthusiasm for the new kind of work has reigned supreme and the class discussions have been worthwhile. It is just an experiment, however, and its success depends large on team-work.

Needless to say, it is not often that one finds a teacher who can trust her class to that extent, or a class that deserves such a trust.

No wonder the members of the class of 46 have gone about this last week wearing their "senior college halos" three sizes larger than usual!

There are five Danville girls—former E. I. students, visiting the Danville location at the hall. Miss Nancy Cesna is the hostess and the five guests are: Hester Cesna, Helen Goff, Esther Rumbaugh, Vera Diffenderfer and Mildred Thompson.

Pem. Hall

GENIUS DISCOVERED

You'd never have thought it, would you? But it's the truth. A real live poet has been discovered in Pemberton Hall. A genius, who is able to express her deep felt sentiments in verse and rhyme dwells among us! And we who are stupid have not guessed it but have further classed ourselves among the ignorant and unappreciative by saying that her mind wanders when she is really soaring in the clouds of fancy. We most humbly beg her pardon and seek to expiate ourselves by giving to the world her latest masterpiece, "The Horse."

I love a horse,
A calico horse,
A horse with four good legs;
I love a horse,
A circus horse
That sits up pretty and begs.
I love a horse,
A knightly horse,
A horse with a coat of mail;
But the horse that I love with all my heart
Is the horse with a brown straw tail.

Louise Freese and Olive Eider spent Friday and Saturday with Helen Greens.

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WANTED—A TELEGRAM

Through the stillness (?) of an upper corridor at Pem Hall came the sharp jingle of the telephone, then the subsequent patter of feet to answer. A mad dash downstairs to the telephone booth followed.

"It's a telegram," said Eric, "I hope it isn't bad news."

A few moments in the booth, then, grinning broadly, she scrambled up the stairs to tell the exciting message to the girls. Bad news?

"The operator was so solemn when he read the message. How can he be so indifferent? But—"

Aw, what's the good of a telegram if they don't send it out so you can tuck it tenderly away in your memory book for future musings?

Twenty-five or thirty girls, former Pem Hall residents, were at the hall for luncheon on Friday—Institute Day.

Y. W. Notes

The formal initiation of the new members of the Y. W. C. A. was held last Tuesday evening at seven o'clock in the parlors of Pemberton Hall. The cabinet was especially well pleased by the large attendance. They hope to make the organization meetings all as inspirational as this one was; and if they succeed, everyone who misses will be cheating herself of something decidedly worthwhile. From all outward appearances, this promises to be one of the best years the Y. W. has ever known at E. I.

The doctor and nurse who were staying at the hall have left now that the physical examinations are finished.

Miss Myrtle Dunlap spent the week end in Ramsey.

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heard of the
Warbler?
It's beginning to
warble

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SCORES MADE IN SECOND

QUARTER; FINAL COUNT 14-7

The Lantzen lost to Evansville Saturday at Evansville, 14-7, in an exciting contest featured by the erratic but brilliant play of the losers. It would not be wide of the mark to say that they made six yards to every one of the Hoosiers throughout the game. Frequent fumbling and absence of a scoring punch cancelled all the long gains of the ball carriers and fine work of the forwards.

Scoring in Second Quarter

All the scoring on both sides was done in the second quarter, but the excitement started soon after the kick off. Evansville failed to gain and punted to Fenoglio who returned the ball 50 yards to the 20 yard line. On the first play Kinsel fumbled and possession of the pigskin changed hands. Failing to advance, another punt went sailing to "Pete" who tracked over his former footsteps only to have Light fumble and lose the ball. The remainder of the quarter was spent in Indiana territory.

E. I. opened the second period with its lone score when Sanders intercepted a pass and was hauled down a few yards from the goal line. Fenoglio went over and drop kicked the extra point. Evansville soon after took the ball on the E. I. 18 yard line at which point a 15 yard penalty

was socked on the luckless Teachers. Three line bucks failed to reduce the distance so Sothern, left half, feinted and cut around left end for the score. It was only a few minutes before the second break went to the winners. Rakewell, right half, intercepted a pass near mid-field and galloped over for the final points.

Strange Football

The second half witnessed some strange football. No less than six times the Blue and Gray team was inside Evansville's 15 yard line. Fenoglio and Cremer circled the ends; Kinsel cut off tackles; and Sanders smashed the line, but none of them could do anything when it counted. In the last five minutes of play the ball was twice within 5 yards of the goal line. "Pug" Gilbert returned a punt 43 yards to the 4 yard line where the old cowhide remained. Evansville punted out and Gilmore and Redman went in to catch passes. One of the first attempts settled in Gilmore's arms as he was pulled down 3 yards from a touchdown. Four downs later it was in the same place and the game ended shortly after.

The E. I. line did not look anything like the same set of forwards that wilted before Millikin. Sothern, a former Ohio State man, was stopped for small gains and many times thrown for losses. On ground gaining "Pete" Fenoglio was the whole show of the afternoon. His return of punts and wide end runs brought the crowd to its feet time after time.

The high school students are now using the corridor on the second floor as a congregating place at the noon hour.

Little Nineteen

Weather prohibiting, little good football was displayed in all football tilts over the Little 19 Saturday, October 2. Downpours starting near the end of the first half were reported from nearly every college in the circuit.

Normal Loos

Wesleyan, with her heavier team, won the annual Bloomington-Normal inter-city college scrap with a 12-0 count. It was the nineteenth consecutive victory for the Green machine over the State Teachers. Barbee did most of the ball toting for the Methodists and Strange carried the oval for the State Teachers. The game was played on a muddy field which hampered both elevens. Tate, colored Normal star, was unable to get off his usual whirling runs.

Lincoln Suffers Defeat

Battling through a downpour which put all railroad traffic leading into Jacksonville at a standstill, Illinois college outgeneraled Lincoln college to win a 18-0 victory. Both Petefish, Illinois quarter and Kerns, Lincoln

broadcaster, used good judgment in calling plays but the Illinois tactics of not handling the slippery oval more than necessary won. The touchdowns, made by Cusak, a safety and a point after touchdown were the results of the afternoon mud battle.

De Kalb Takes Game

DeKalb teachers won their first encounter of the year by ducking the American College of Physical Education for a count of 9-0. A safety in the opening period of the fracas gave the Northern Teachers the edge and a touchdown in the final minutes of play put the game on ice.

Monmouth opened her campaign for another Little 19 championship Saturday by bowling over Wheaton College in a 58-0 track meet. Every man on the Monmouth squad saw action in the encounter but the charge of the Monmouth men was not to be stopped. Graham, Monmouth quarter, raced 135 yards on three plays to score three touchdowns and booted a drop kick from the 35 yard line.

Shurtleff Wins Game

Shurtleff continued her winning streak against Blackburn on Saturday when they ran away with the score for a 37-0 win. Passes and

(Continued on page 6)

MARTINSVILLE WINS
IN HIGH GAME, 12-0

Teachers High lost another game, Friday; this time to Martinsville with a score of 12-0.

The first touchdown came as the result of a wide end run in the first quarter. T. C. came right back and had the pigskin seven yards of a score in the next quarter. The second touchdown was more of a break. It was on the T. C. six yard line when Henderson momentarily fumbled. No gain was made; the pigskin changed hands. A slash off tackle put the oval over. Again the T. C. warriors staged a comeback, having but twelve yards to go when the game ended.

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Teachers College High

GIRLS GLEE CLUB MEETING

TUESDAY AT 3:15

Teachers College High Staff

Editor-in-Chief

Clara Lee Jackson - Senior
Assistant Editors
Wayne Sanders - Junior
Frances Hale Weir - Sophomore
Freshman—Open.

CLASS OFFICERS CHOSEN

The High School classes have been choosing their officers for the year. Most of the classes did not decide on all of their officers until the second class meeting. However, the seniors, who perhaps felt better acquainted, elected their officers the first meeting. The following are the senior officers:

Harold Middlesworth, president.
Beryl McMillan, vice-president.
Clara Lee Jackson, secretary.
Leovotto Ray, treasurer.
Stanley Cook, sergeant-at-arms.
Julia Thomas, recreation committee.

Thomas Messick, Student Council.
John Powers, Student Board of Control (short term).

Cynthia Rennels, Student Board of Control.

Faculty Advisers, Miss Zinn and Mr. Coleman.

The junior officers are as follows:
Wayne Sanders, president.
Natalie Lantz, vice-president.
Dorothy Henry, secretary.
Frances McTaggart, treasurer.
Rex McMorris, sergeant-at-arms.
Jack McComas, recreation committee.

Madge Cooper, Student Board of Control.

Faculty Advisers, Miss Boyd and Mr. Waffle.

The sophomore class chose these officers:

Frances Hale Weir, president.
Edward Thomas, vice-president.
Frances Rodman, secretary.
Dorothy Giffin, treasurer.
Ernest Craven, sergeant-at-arms.
Inez Awty, recreation committee.

Miss Neal is one of the class advisers. The other adviser has not

Bits of News

Saturday at 1:30 Coach Moore encouraged the High School by telling them that T. C. had as good material from which to make a football team as could be found in any High School of T. C.'s size.

T. C. is proud of her new cheer leader. If her leader keeps up his pep and the team does, too, how can she keep from winning some games?

The high school and college are showing a greater separation this year than formerly. High school glee clubs have been formed, and pep meetings are being held separately. Some day the high school and college may even be in separate buildings.

The east section of opera seats has been assigned alphabetically to the high school students for chapel exercises.

This year the students have been seated alphabetically in the high school assembly room. This will probably be a convenience in several ways.

been definitely chosen.

The freshman class has a committee appointed which is to make out slates of officers for the class to vote on Saturday.

H. S. TO HAVE PARTY

A committee from the high school classes is planning a party for Saturday night, October 16. It is to be an informal, good time party which will offer those attending a good chance to get acquainted. The programme to be given will probably include one number from each class. Light refreshments will be served. Dancing is to follow. The success of the party will depend on the number there. Come, and make this one of the high school's best social events.

Author: I wrote my last popular novel in two weeks.

Bored one: What delayed you?
—Carnegie Puppet.

Latin student (translating): Then the heavily armed soldier stood up on one hand, and sat down on the other.—Ollapod.

You can't plow a field by turning it over in your mind.—The Egyptian.

GIRLS' GLEE CLUB MEETS

The Girls' High School Glee Club had its initial meeting on Friday, October 1. Velma Heath was elected president and Ruth Crabtree secretary-treasurer. Miss Major's suggestion that an assessment of 25 cents be made at the first of the year to be used for music was accepted. The time for meeting was set for Tuesday afternoon at 3:15.

At the second meeting, last Tuesday, parts were temporarily assigned, and the club practiced a few songs.

Two Shades?

Jacob Ernst, buying for the Teachers College Inn: I want to buy some lard.

Grocer: Pail?
Jacob: I didn't know you could get it in two shades.

Advantage of Being Bald

No one will ever harm a hair of your head.—The Vidette.

A Definition

Celery—Dinner table static.
—The Vidette.

EDITORIALS

HIGH SCHOOL BUGBEARS

Some of the biggest bugbears of school life are notebooks and collateral heading. They are spectres to all of us, but they become especially fearsome about a week before grades go in. Notebooks seem very large, yet singularly full of beautiful, unmarred, white paper. The reserve shelves are overflowing with books. Everyone who is or has been a junior learns in that fifth week what a Robinson's "History of Western Europe" looks like. And about everyone spends about half of two or three nights on either a notebook or outside reading, sometimes both. Not everyone does this. There are a few, a very few, who go calmly on in an unhurried manner and hand in well written notebooks. The rest of us rub our sleepy eyes and look at them in wonder. How do they do it? Here's the secret. Each night they write something on those beautiful white notebook pages and each night they take a reserve book home, and they study it after they get it home. Are you among the number who end the term in an unhurried way, or are you one of those who look sleepy the last few days? There's probably not a person in T. C. High School who doesn't enjoy a thrill. Here's an infallible formula for one. Keep your notebooks written up, and don't get behind in your outside reading.

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REX

THEATRE

SATURDAY

Art Akord and his pals, "Raven"
and "Rex" in
"THE SET UP"
Also Edna Marion in
"MOVIE MADNESS"

The YMCA Wake

The regular meeting of the Y. M. C. A. will be held Tuesday night at 7:30 in Mr. Kee's room, third floor center. The topic will be the one announced last week, "Whose School Is This?" A live discussion is on tap for this meeting.

The first Open Forum of the year is to be held a week from Tuesday, probably in the High School assembly room.

Last week's Tuesday night meeting was quite a success. The fellows got down into the problem of what should we learn in college other than our regular lessons and brought out many good points which many of us may use to great advantage.

Handsome Young Instructor (to co-ed): Doing anything Sunday night? Co-ed (hopefully): No, not a thing! H. Y. I.: Then try to get to class Monday on time please!

—Armour Cycle.

THE LITTLE 19 PRESS SERVICE

(Continued from page 4)

line plays through Huvaicker and Moll, Pioneer tackles, were responsible for most of the gains.

Lake Forest and Hilldale battled out a scoreless tie on the Hilldale plot Saturday. Lake Forest has been crippled through the loss of two good men to her squad.

WARBLER STAFF IS DEFINITELY CHOSEN

(Continued from page 1)

Typist, Louise Birthael
The High School staff is as follows:
Editor-in-Chief, Stanley Cook
Business Manager, Samuel Mitchell
Joke and Snapshot Editor, Leavot-to Ray

Literary Editor, Virginia Modesitt
Social Editor, Bobbie Wyeth
Athletic Editor, Paul Tinnea
Associate Editor, Harold Middleworth.

TEACHERS HAVE PROFITABLE DAY

(Continued from page 1)

will long be remembered for its many vivid illustrations and quoted experiences.

The afternoon session started at 1:30 with an address in the assembly room, the speaker being Edwin B. Starbuck of the University of Iowa, the subject being "The A. B. C. of Character Education." There are today children at work in modern socialized recitation, busy and happy in creating something by themselves. Mr. Starbuck spoke of seeing these children and of feeling it to be a dream realized after long years of hope.

Each one of the section meetings held at 2:30 were well attended and worthwhile. John Merrill, head of the Department of Oral Expression at the Francis W. Parker School, Chicago, addressed his section on "The Use of the Dramatic Impulse in the Education of Children."

"The Key Problem of the Intermediate Years, Thinking in Terms of Things" was the subject upon which Edwin D. Starbuck gave his second address of the afternoon.

The high school section heard Rolla Walter Brown tell "How the French Deal With the Problem of Composition," while Mr. Brin, one of the morning speakers, addressed the rural section in the assembly room.

The evening session opened with the reports of committees and recitation of officers. Two minor amendments to the constitution of the association were approved, and the auditor's report was adopted. The tax amendment resolution, tendered for

adoption by the resolutions committee, was passed unanimously; and with the election of officers, the business session closed.

Dallas Lore Sharp, lecturer of the evening, started with the statement that there is too much standardizing in American life today. In using the intelligence test as a ludicrous example, Mr. Sharp furnished not a little amusement to the audience.

From that the speaker told vividly how his own education of nineteen years contained only five days that counted for anything.

The first of those five days marked his first investment: two books. The second was one of discovery: that of mistletoe on a gum tree in New Jersey where it had not been previously known. The third was one of wonder whereby he learned from an old naturalist that the ordinary can become the extraordinary by the addition of a little knowledge. The fourth was one of weakness when he realized the oneness and goodness of God through hearing one of his teachers read from the Old Testament.

Those five days were his education. No intelligence tests or completely equipped school building did it for him, but one great book and inspired teaching.

ROLLA BROWN TELLS OF FRENCH METHODS

(Continued from page 1)

"Knowledge is Power"—for so long popular in American schools—were no doubt, responsible for many youngsters learning to hate the thought of composition.

Exhibits of Perfection

Mr. Brown, after his address, showed some examples of writing and notebook work done by a French boy of 13 years. The writing was perfect; the drawings and sketches were beautiful as well as accurate; the dictation exercises were almost flawless.

It is certain that that address and the exhibits made each teacher leave with a feeling of greater responsibility in themselves, and a realization of the great need for better teaching of young students so that they may know how to write.

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